

Mandatory Template 1: Child Safeguarding Statement and Risk Assessment Template (Landscape Version)

Child Safeguarding Statement

Dunboyne Senior Primary School is a primary school providing primary education to pupils from Third Class to Sixth Class.

In accordance with the requirements of the [Children First Act 2015](#), [Children First: National Guidance for the Protection and Welfare of Children 2017](#), [the Addendum to Children First \(2019\)](#), the [Child Protection Procedures for Primary and Post Primary Schools 2017](#) and [Tusla Guidance on the preparation of Child Safeguarding Statements](#), the Board of Management of **Dunboyne Senior Primary School** has agreed the Child Safeguarding Statement set out in this document.

- 1 The Board of Management has adopted and will implement fully and without modification the Department's Child Protection Procedures for Primary and Post Primary Schools 2017 as part of this overall Child Safeguarding Statement
- 2 The Designated Liaison Person (DLP) is **J.J. Brennan**
- 3 The Deputy Designated Liaison Person (Deputy DLP) is **Linda Manning**
- 4 The Board of Management recognises that child protection and welfare considerations permeate all aspects of school life and must be reflected in all of the school's policies, procedures, practices and activities. In its policies, procedures, practices and activities, the school will adhere to the following principles of best practice in child protection and welfare:

The school will:

- recognise that the protection and welfare of children is of paramount importance, regardless of all other considerations;
- fully comply with its statutory obligations under the Children First Act 2015 and other relevant legislation relating to the protection and welfare of children;
- fully co-operate with the relevant statutory authorities in relation to child protection and welfare matters;
- adopt safe practices to minimise the possibility of harm or accidents happening to children and protect workers from the necessity to take unnecessary risks that may leave themselves open to accusations of abuse or neglect;
- develop a practice of openness with parents and encourage parental involvement in the education of their children; and
- fully respect confidentiality requirements in dealing with child protection matters.

The school will also adhere to the above principles in relation to any adult pupil with a special vulnerability.

5 The following procedures/measures are in place:

- In relation to any member of staff who is the subject of any investigation (howsoever described) in respect of any act, omission or circumstance in respect of a child attending the school, the school adheres to the relevant procedures set out in Chapter 7 of the Child Protection Procedures for Primary and Post-Primary Schools 2017 and to the relevant agreed disciplinary procedures for school staff which are published on the DE website.
- In relation to the selection or recruitment of staff and their suitability to work with children, the school adheres to the statutory vetting requirements of the [National Vetting Bureau \(Children and Vulnerable Persons\) Acts 2012 to 2016](#) and to the wider duty of care guidance set out in relevant Garda vetting and recruitment circulars published by the Department of Education and available on the DE website.
- In relation to the provision of information and, where necessary, instruction and training, to staff in respect of the identification of the occurrence of harm (as defined in the 2015 Act) the school-
 - Has provided each member of staff with a copy of the school's Child Safeguarding Statement
 - Ensures all new staff are provided with a copy of the school's Child Safeguarding Statement
 - Encourages staff to avail of relevant training
 - Encourages Board of Management members to avail of relevant training
 - The Board of Management maintains records of all staff and Board member training
- In relation to reporting of child protection concerns to Tusla, all school personnel are required to adhere to the procedures set out in the Child Protection Procedures for Primary and Post-Primary Schools 2017, including in the case of registered teachers, those in relation to mandated reporting under the Children First Act 2015.
- In this school the Board has appointed the abovenamed DLP as the "relevant person" (as defined in the Children First Act 2015) to be the first point of contact in respect of the schools child safeguarding statement.
- All registered teachers employed by the school are mandated persons under the Children First Act 2015.
- In accordance with the Children First Act 2015 and the Addendum to Children First (2019), the Board has carried out an assessment of any potential for harm to a child while attending the school or participating in school activities. A written assessment setting out the areas of risk identified and the school's procedures for managing those risks is included with the Child Safeguarding Statement.
- The various procedures referred to in this Statement can be accessed via the school's website, the DE website or will be made available on request by the school.

Note: The above is not intended as an exhaustive list. Individual Boards of Management shall also include in this section such other procedures/measures that are of relevance to the school in question.

- 6 This statement has been published on the school's website and has been provided to all members of school personnel, the Parents' Association (if any) and the patron. It is readily accessible to parents and guardians on request. A copy of this Statement will be made available to Tusla and the Department if requested.
- 7 This Child Safeguarding Statement will be reviewed annually or as soon as practicable after there has been a material change in any matter to which this statement refers.

This Child Safeguarding Statement was adopted by the Board of Management on 5/10/2021 [date].

This Child Safeguarding Statement was reviewed by the Board of Management on 5/10/2021 [most recent review date].

Signed: 

Chairperson of Board of Management

Signed: 

Principal/Secretary to the Board of Management

Date: 05/10/21

Date: 5/10/2021

Child Safeguarding Risk Assessment

Written Assessment of Risk of Dunboyne Senior Primary School

In accordance with section 11 of the Children First Act 2015 and with the requirement of Chapter 8 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*, the following is the Written Risk Assessment of **Dunboyne Senior Primary School**.

Important Note: It should be noted that risk in the context of this risk assessment is the risk of “harm” as defined in the Children First Act 2015 and not general health and safety risk. The definition of harm is set out in Chapter 4 of the *Child Protection Procedures for Primary and Post-Primary Schools 2017*

In undertaking this risk assessment, the board of management has endeavoured to identify as far as possible the risks of harm that are relevant to this school and to ensure that adequate procedures are in place to manage all risks identified. While it is not possible to foresee and remove all risk of harm, the school has in place the procedures listed in this risk assessment to manage and reduce risk to the greatest possible extent.

List of School Activities	Risk Level	The School has identified the following Risk of Harm	The School has the following Procedures in place to address risk identified in this assessment
Training of school personnel in Child Protection matters	High	Harm not recognised or reported promptly	Child Safeguarding Statement & DES procedures made available to all staff DLP& DDLP attended PDST face to face training All Staff viewed TUSLA training module and online training offered by PDST Regular updates at staff meetings Staff representatives attended RSE and Stay Safe seminars provided by PDST in local education centre BOM records all records of staff and board training

One to one teaching	Med	Harm by school personnel	Professional Code of Conduct for Teachers Special Education policy Table between teacher and pupil Glass in window
Distance Learning	High Med	Harm by strangers online, exposure to inappropriate content, cyber-bullying, signs of abuse not evident to staff	Maintaining communication with family Acceptable Use of Internet Policy Professional Code of Conduct Monitor engagement with assigned work
Care of Children with special needs, including intimate care needs	High	Harm by school personnel	Special Needs Assistants policy Policy on Intimate care
Toilet areas	High	Inappropriate behaviour Design of school campus	Supervision policy Professional Code of Conduct for Teachers
Curricular Provision in respect of SPHE, RSE, Stay Safe.	Med Low	Non-teaching of same	SPHE, RSE and Stay Safe taught in full Professional Code of Conduct for Teachers
Daily arrival and dismissal of pupils	Med	Harm from older pupils, unknown adults on the playground	Professional Code of Conduct for Teachers Arrival and dismissal supervised by Teachers Entry and Exit Gates assigned to classes
Managing of challenging behaviour amongst pupils, including appropriate use of restraint	High	Injury to pupils and staff	Professional Code of Conduct for Teachers Restraint Policy School Safety Statement Code of Behaviour
Sports Coaches	Med	Harm to pupils	Sports Coaches are garda-vetted Class teacher present at all times
Students participating in work experience	Med	Harm to pupils	Student Teacher/Work Experience Policy Students must be over-16 and garda-vetted Child Safeguarding Statement. Class Teacher Present at all times

Mid-morning/lunch breaks for pupils	Med	Harm to/by pupils	Professional Code of Conduct for Teachers Supervision policy SNA Policy Anti-Bullying Policy
Classroom teaching	Med	Harm by school personnel	Professional Code of Conduct for Teachers Supervision policy Child Safeguarding policy Code of Behaviour policy School Safety Statement
Outdoor teaching activities	Med	Harm by school personnel Harm by others – unknown Adults	Professional Code of Conduct for Teachers Supervision policy Child Safeguarding policy Code of Behaviour policy School Safety Statement
Sporting Activities	Med	Harm by school personnel	Professional Code of Conduct for Teachers Supervision policy Child Safeguarding policy Code of Behaviour policy School Safety Statement First Aid policy
School outings	High	Harm by school personnel Harm to pupils Injury to pupils and staff Harm by unknown adults	Professional Code of Conduct for Teachers Arrival and dismissal supervised by teachers Supervision policy Child Safeguarding policy Code of Behaviour policy Intimate Care policy Anti-Bullying policy School Safety Statement
Use of toilet/changing areas in the school	Med	Harm by school personnel Harm to pupils	Professional Code of Conduct for Teachers Intimate Care policy

			Supervision policy Child Safeguarding policy School Safety policy Anti-Bullying policy
Annual Sports Day	Med	Harm by school personnel Harm to pupils/harm by pupils	Professional Code of Conduct for Teachers Arrival and dismissal supervised by teachers Supervision policy Child Safeguarding policy Code of Behaviour policy Intimate Care policy Mobile Phone and Electronic Devices policy Anti-Bullying policy School Safety policy
Use of off-site facilities for school activities	Med	Harm to pupils/harm by pupils	Arrival and dismissal supervised by teachers Supervision policy Child Safeguarding policy Code of Behaviour policy Intimate Care policy Mobile Phone and Electronic Devices policy Anti-Bullying policy School Safety policy
School transport arrangements including use of bus escorts	High Med	Harm to pupils/harm by pupils	Supervision policy Child Safeguarding policy Code of Behaviour policy Intimate Care policy Mobile Phone and Electronic Devices policy Anti-Bullying policy School Safety policy SNA policy

Administration of Medicine Administration of First Aid	Med	Harm by school personnel Harm to pupils	First Aid policy Administration of Medicines policy Anaphylaxis policy
Prevention and dealing with bullying amongst pupils	Med	Harm to pupils	Anti-Bullying policy Anti-Cyber Bullying policy Code of Behaviour Mobile Phone and Electronic Devices policy Supervision policy Anti-Bullying surveys conducted regularly All staff garda vetted
Training of school personnel in child protection matters	Low	Harm to pupils	All staff have completed the Children First training DLP and DDLP have attended the required Child Protection training Annual review of Child Safeguarding Statement by BOM Regular updates at staff meetings Staff representatives attended RSE and Stay Safe seminars provided by PDST in local education centre
Use of external personnel to supplement curriculum	Med	Harm to pupils	All external personnel must be garda vetting compliant Supervision policy School Safety policy Code of Behaviour Teachers Present at all times
Care of pupils with specific vulnerabilities/needs such as: <ul style="list-style-type: none">• Pupils from ethnic minorities/migrants• Members of the Traveller community	Med	Harm to pupils/Harm by pupils	Professional Code of Conduct for Teachers Supervision policy Anti-Bullying policy Anti-Cyber Bullying policy Child Safeguarding policy Code of Behaviour policy

<ul style="list-style-type: none"> • Lesbian, gay, bisexual or transgender (LGBT) children • Pupils of minority religious faiths • Children in care • Children on Child Protection Notification System (CPNS) 			<p>Mobile Phone and Electronic Devices policy School Safety policy SPHE policy implemented in full</p>
<p>Recruitment of school personnel including -</p> <ul style="list-style-type: none"> • Teachers • SNAs • Caretaker/Secretary/Cleaners • Sports coaches • External Tutors/Guest Speakers • Volunteers/Parents in school activities • Visitors/contractors present in school during school hours • Visitors/contractors present during after school activities 	High	Harm not recognised or properly or promptly reported	<p>Child Safeguarding Statement & DES procedures made available to all staff Professional Code of Conduct for Teachers Staff has viewed Tusla training module & online training offered by PDST SNA policy Garda Vetting Procedures Supervision policy School policy that teachers remain with their class at all times.</p>
<p>Use of Information and Communication Technology by pupils in school</p>	High Med	<p>Harm to pupils Harm by pupils Harm by school personnel</p>	<p>Professional Code of Conduct for Teachers ICT policy Acceptable Use of Internet policy Anti-Bullying Policy Anti-Cyber Bullying policy Code of Behaviour Pupils supervised at all times while using ICT Use of agreed platforms (Google Classroom and SEESAW) PDST firewall in place in the school to filter inappropriate material</p>

↳ Stadaed school broadband.

Application of sanctions under the school's Code of Behaviour including detention of pupils, confiscation of phones etc.	Med	Harm to pupils Harm by pupils Harm by school personnel	Professional Code of Conduct for Teachers Code of Behaviour policy Supervision policy Mobile Phones and Electronic Devices policy
Student teachers undertaking training placement in school	Med	Harm not recognised or reported promptly	Child Safeguarding Statement & DES procedures made available to all student teachers Garda Vetting Procedures Code of Behaviour policy Student Teacher Policy Supervision policy School policy that teachers remain with their class at all times.
Use of video/photography/other media to record school events	Med	Harm not recognised properly or promptly reported	Parental consent sought to use pupils photos (See enrolment policy) ICT policy Acceptable Use of Internet policy

Examples of activities, risks and procedures

The examples listed in this document are provided to assist schools in undertaking their risk assessment under the Children First Act, 2015. Schools should note that this list of examples is not intended to be exhaustive. It is the responsibility of each school to ensure, as far as possible, that any other risks and procedures that are relevant to its own particular circumstances are identified and specified in the written risk assessment and that adequate procedures are in place to address all risks identified.

It is acknowledged that schools already have in place a range of policies, practices and procedures to mitigate the risk of harm to children while they are participating in the activities of the school and that some school activities will carry low or minimal risks of harm compared to others. In the context of the risk assessment that must be undertaken by schools, the Children First Act, 2015 refers to risk as “any potential for harm”. Therefore, it is important that, as part of its risk assessment process, each school lists and reviews all of its various activities (which shall include identifying those that may carry low risk of harm as well as those that carry higher risks of harm). Doing so will help the school to (1) identify, as

required under the Children First Act, 2015, any risks of harm that may exist in respect of the school's activities, (2) identify and assess the adequacy of the various procedures already in place to manage those risks of harm and (3) identify and put in place any such additional procedures as are considered necessary to manage any risk identified.

The Addendum to Children First: National Guidance for the Protection and Welfare of Children published in January 2019 clarifies that organisations providing relevant services to children should consider the specific issue of online safety when carrying out their risk assessment and preparing their Child Safeguarding Statement.

The Guidance on Continuity of Schooling for primary and post-primary schools (April 2020) advises of the importance of teachers maintaining the safe and ethical use of the internet during distance learning and assisting parents and guardians to be aware of their role also. Schools should ensure that their Acceptable Use Policy (AUP) informs and guides remote or distance learning activity.

Important Note: It should be noted that risk in the context of this risk assessment is the risk of "harm" as defined in the Children First Act, 2015 and not general health and safety risk. The definition of harm is set out in chapter 4 of the Child Protection Procedures for Primary and Post-Primary Schools 2017.